



TENNESSEE DEPARTMENT OF

**EDUCATION**  
FIRST TO THE TOP

## Fundamentals of Education

<b>Primary Career Cluster:</b>	Education and Training
<b>Consultant:</b>	Deborah Thompson, (615) 532-2840, <a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
<b>Programs of Study and Sequence:</b>	This is the first course in the <i>Teaching as a Profession</i> , <i>Early Childhood Education</i> , and <i>Educational Support Careers</i> programs of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, he or she can offer appropriate placement. Visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> to learn more.
<b>Available Student Industry Certifications:</b>	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificate
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
<b>Teacher Endorsement(s):</b>	050, 051, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/EducationTraining.shtml">http://www.tn.gov/education/cte/EducationTraining.shtml</a>

### Course Description

*Fundamentals of Education* is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical

Subjects and Tennessee state standards in Biology I, Psychology, and U.S. History, as well as National Standards for Family and Consumer Sciences Education, Second Edition.\*

## Program of Study Application

This course is the foundational course in the *Teaching as a Profession*, *Early Childhood Education*, and *Educational Support Careers* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <http://www.tn.gov/education/cte/EducationTraining.shtml>.

## Course Standards

### Foundations of Education

- 1) Synthesize research from informational texts to create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education. Examples of events include but are not limited to: the establishment of the first public school, major U.S. Supreme Court cases, the Vocational Rehabilitation Act, desegregation, Title IX, and No Child Left Behind. (TN CCSS Reading 2, 7; TN CCSS Writing 2, 9; TN U.S. History Era; FACS 4)
- 2) Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the U.S. education system. Examples of events include but are not limited to: WWII, Sputnik and the space race, the passage of the Civil Rights Act, The Great Society, the development of the Internet, and national tragedies such as 9/11. (TN CCSS Reading 1; TN CCSS Writing 1, 9; TN U.S. History Era)
- 3) Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity theories by assessing the extent to which the reasoning and evidence of each theorist support their claims. Examples of theorists include but are not limited to:
  - a. John Dewey
  - b. Maria Montessori
  - c. Benjamin Bloom(TN CCSS Reading 8; TN CCSS Writing 2, 7; FACS 4)

Create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education. The graphic should include evidence from informational texts about the structure of local school districts, state governing bodies, and federal authorities with appropriate supporting citations to demonstrate knowledge of common citation conventions. (TN CCSS Writing 9)

### Careers in Education



- 5) Identify and analyze career pathways within the Education and Training cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and discuss in an essay how personal career aptitudes align with careers in education. Careers may include the following:
- a. Teacher
  - b. Librarian
  - c. Educational technologist
  - d. Counselor
  - e. Interpreter
  - f. Speech pathologist
  - g. Consulting teacher for students with special needs
- (TN CCSS Reading 1, 7, 9; TN CCSS Writing 7, 8, 9; FACS 4, 13)
- 6) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. (TN CCSS Writing 8, 9; FACS 4)

### **Educator Responsibilities and Aptitudes**

- 7) Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the range of tasks that different educators are responsible for and estimate the time spent on each one. Write informative narratives exploring multiple facets of common teaching activities, such as:
- a. Planning effective instruction
  - b. Facilitating instruction by using multiple teaching methods
  - c. Assessing student learning
  - d. Non-instructional tasks (such as parent communication, building activities, etc)
- (TN CCSS Reading 9; TN CCSS Writing 2, 9; FACS 4)
- 8) Describe the aptitudes, including 21st century skills, needed by education professionals; create a rubric for self-assessing 21st century skills, such as the ability to:
- a. Communicate verbally and nonverbally in a respectful manner
  - b. Work effectively in teams and resolve conflicts when necessary
  - c. Demonstrate a positive work ethic
  - d. Understand different cultural perspectives and their impact in the classroom
  - e. Use technology
  - f. Adapt to changes
  - g. Manage time wisely
- (TN CCSS Reading 2; TN CCSS Writing 4; FACS 13)
- 9) Using the self-assessment rubric created during this course, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.

### **Introduction to Human Development**



- 10) Compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. Research and summarize, in an informative narrative, specific psychological theories about human development. Illustrate the differences in major developmental theories and milestones. (TN CCSS Reading 1, TN CCSS Writing 1; TN Psychology; FACS 12)
- 11) Create an annotated model or graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. Draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. (TN Biology I 4; TN Psychology; FACS 4, 12)
- 12) Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development. (TN CCSS Reading 9; TN Psychology; FACS 12)

### **Introduction to Learning**

- 13) Synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning, including but not limited to:
  - a. Classical Conditioning (Ivan Pavlov)
  - b. Stage Theory of Cognitive Development (Jean Piaget)
  - c. Social Learning Theory (Lev Vygotsky)
  - d. Constructivism (Jerome Bruner)
  - e. Experiential Learning (David Kolb)
  - f. Multiple intelligences (Howard Gardener)Write an informative narrative explaining the influence of these and other theories on teaching practices. (TN CCSS Reading 1, 4; TN CCSS Writing 1, 2, 7, 8, 9; TN Psychology; FACS 12)
- 14) Research the influence of the following factors on student self-concept and academic performance:
  - a. Student experience, interests, aptitudes, family, and culture
  - b. Teacher behavior and attitudes
  - c. Peers(TN CCSS Reading 1, 2, 9; TN CCSS Writing 1; TN Psychology; FACS 4)

### **Career Portfolio**

- 15) Create an electronic professional portfolio, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course. (TN CCSS Writing 2, 4, 6; FACS 4, 13)
- 16) Synthesize information from Education and Training career exploration to create a written or electronic career pathway plan outlining academic and career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.



- a. Identify dual credit courses available within specific programs of study
- b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study (TN CCSS Reading 7; TN CCSS Writing 2, 4, 6, 8; FACS 4)

17) Drawing upon content in this course, write a definition of *teaching philosophy*, develop and support a claim about its significance to student learning, and create a personal teaching philosophy for inclusion in the professional portfolio. (TN CCSS Reading 1, 7; TN CCSS Writing 1, 4, 6, 9)

**The following artifacts will reside in the student's portfolio:**

- History of Education graphic
- Educational Theorists narrative
- U.S. Education System graphic
- Career Aptitude Survey results and comparison
- Career exploration graphic
- Educator Responsibilities and Aptitudes graphics
- Introduction to Human Development chart and narrative
- Brain development graphic
- Human Development Personality narrative
- Introduction to Learning narrative
- Peer Influence Investigation artifacts
- Career Pathway plan
- Teaching Philosophy

## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN Biology: Tennessee Science: [Biology I](#) standard 4 may provide additional insight and activities for educators.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN U.S. History: Tennessee Social Studies: [United States History 9-12](#) standards may provide additional insight and activities for educators.



- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

